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a domestic, or a commercial employee of any kind, as truly as it should educate the child destined for the intellectual occupations.

Mr. Smith is an individualist of no unpronounced sort, and it is no accident that he makes Walt Whitman his authority. His book, nevertheless, is full of sensible talk ("talk" describes its direct and vivacious style), and deals with a wide range of topics. It would be more effective if it were both less comprehensive and less diffuse. It ought not to require a hundred pages to lead us to see that children are uneven intellectually, or that physique is at bottom responsible for the fact in many cases.

There is no one who will not agree that the ideal presented by the author of *The Evolution of Dodd* is a noble ideal—and that it will be a long time before all the parents of all the children will go down deep enough into their pockets to make possible its realization; for its realization would mean the addition of armies of teachers and barracks by the block. If his ideal is realized in the case of the non-intellectual children—and progress at present seems to lie in this direction—we may rightly fear that it will be even less perfectly realized than now in the case of the intellectual. If the state cannot or will not educate all the children of all the people in all the ways that their infinite variety demands, which of the children of all the people is it going to regard as most worth its while to educate, the non-intellectual or the intellectual? Or where is it going to lay the greater emphasis, on the non-intellectual or on the intellectual? In attempting to answer the question, no one should confuse intellectuality with the possession of wealth. Most of our intellectually apt children are of humble parentage.

GRANT SHOWERMAN

THE UNIVERSITY OF WISCONSIN

Third Year Latin for Sight Reading: Selections from Sallust and Cicero. Edited by JOHN EDMUND BARSS. New York: American Book Co., 1911. Pp. 123. \$0.40.

"These selections from Cicero and Sallust are intended to provide material for rapid or sight reading for classes which have read the *Manilian Law* and the *Archias*, and the first and third Catiline orations. The total amount of text is equal to about two and one-half times that of the second and fourth Catiline orations, thus allowing a fairly wide freedom of choice for teachers who wish to complete the quantitative requirement of the new definitions."

The text includes a generous amount from Sallust's *Catiline*, giving the history of the conspiracy from its beginning to the death of the leader; about one-third of the second and fourth Catiline orations; an account of the conduct and crimes of Verres in Sicily; the counsel's statement of the facts in the defense of Roscius; eight of Cicero's letters; the most interesting portions of the *De Senectute*; and, finally, two extracts from Sallust's *Bellum Iugurthinum*.

The amount of text is ample, and the subject-matter sufficiently diversified to give the interest so commonly demanded from the standpoint of both teacher and pupil. This is accomplished in brief form by a process of excellent selection, and a condensation effected by the omission of such parts as would move slowly and delay the recital.

There is, of course, no vocabulary, but brief notes are occasionally written, and the words and phrases that would cause undue difficulty are admirably translated in

footnotes. A good introduction of four pages on "How to Read at Sight" will be found helpful to the pupil, and a time-saver to the teacher, who will be relieved of the necessity of going over this topic painfully with a class. A brief sketch of word-formation in three pages is a convenient summary of the usual cumbersome material found in grammars. This is probably included because the subject is so commonly neglected, and is thoroughly deserving of attention.

We have this year devoted much attention to reading at sight in our Freshman class at Dartmouth College, but our experiment would have been much more successful, had enthusiastic teachers in schools had a book of this nature to help train their pupils in the true method of reading. May the book live long and prosper.

Cicero: Six Orations. Edited by J. Remsen Bishop, Frederick Alwin King, and Nathan Wilbur Helm. New York: American Book Co., 1912. Pp. 164+95+100. \$1.00.

As a piece of bookmaking this edition is self-condemned. The editors had already published an edition of ten orations, and have now merely reprinted six of them. But the preface and the introduction are written to accompany the larger edition, sometimes being quite inappropriate to the smaller one. The vocabulary of the larger edition is printed *in toto*. Nor is an explanation of the real situation, nor of these discrepancies, anywhere given. One suspects that the publishers could foresee that an edition with ten orations would prove a financial failure, and so adopted this expedient to reimburse themselves. But the good book-making should appear in the book that will reach the larger number of readers, and the bad book-making in that which will reach few; certainly not the reverse.

In view of this situation the reviewer is scarcely in the frame of mind to estimate adequately the value of the present volume to a pupil. The teacher is placed in the embarrassing position of being obliged to tell the pupils at times to omit certain pages, as they are appropriate to the larger book, not to the smaller. One would feel disposed to use the larger book, if it is an exceptionally fine one, otherwise to select one of the other well-edited books that are complete in themselves.

What may have been written about the larger edition I do not know. I have seen no reviews, and shall therefore give only a few impressions. The sketch of Cicero's Life is of the usual kind. Lengthy, and good, articles appear on the Roman body politic, Roman religious officials, the Roman forum, and the oration in the time of Cicero. I am not sure but this is overdone; the essays contain more than is needed for the understanding of the six (and probably of the ten) orations. The bibliography is sufficiently large to justify itself. I have already indicated in the *School Review* my objections to a smaller bibliography. The vocabulary is straightforward, but one misses the translations of frequently occurring phrases. The notes are also simple, with adequate references to grammars.

One is at a loss to decide what features the book possesses which justify adding another to the long list of American editions of Cicero's orations. The one thing in the book that sets it off from other editions is the series of essays. That which deals with the system of government is full of material, and good material; but, strangely enough, it is quite lacking in any attempt to describe the working of the courts of law, although most of the orations included have to do with legal questions or cases at law. There is nothing to show the procedure in the case against Archias;